PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

ADVANCED EDITING
VPT 2210

Class Hours: 3.0  Credit Hours: 4.0
Laboratory Hours: 3.0  Date Revised: Spring 02

Catalog Course Description:

Advanced tape-based A/B roll editing and sound mixing; video montage construction using "match frame" technique; DV editing non-linear system; mastering signal quality control through the utilization of a waveform monitor and vectorscope; digital compositing and image manipulation; developing an editing style by observing professional productions; explore emerging related digital telecommunications technologies like DVD, D-TV, DBS, and multimedia.

Entry Level Standards:

Students shall have completed prior course work in basic production, including VPT 2100. Students shall be familiar with basic operation of video cameras, mics and audio mixers, and the basic operation of tape-based editors. Students shall have had prior experience with desktop computers. Student shall have experience with Internet browsers and how to use the Internet for research projects and how to properly compile and publish a research document using a desktop computer.

Prerequisite:

VPT 2100

Textbook(s) and Other Reference Materials Basic to the Course:

Sources of related information including videotapes, trade journals, library resources and Internet sources will be used. Note: Thanks to a major effort by the acquisitions staff at the College and funding by special grants like COET, PSTCC has built a large collection of books and videotapes related to the telecommunications industry. Students should investigate and utilize these resources. Students may want to have on hand 1 or more blank S-VHS tapes and several 3 1/2" floppy disks. Other tapes, including Betacam mastering tape and DVCam tapes may be borrowed from the Department by following appropriate procedures. Check with your instructor.

I. Week/Unit/Topic Basis:

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<th>Week</th>
<th>Topic</th>
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<tr>
<td>1</td>
<td>Discuss syllabus and desired learning outcomes for the course. Evaluate class for related experience, skills and knowledge (pre-instruction assessment). Discuss students overall aspirations and expectations relative to career goals in the field of telecommunications. Instructor's background. Discuss &quot;ground rules&quot; for program, this class and class projects, guest speakers and field trips. Research assignment. Using the WEB to learn about technology.</td>
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<td>2</td>
<td>How to use the Sony Betacam (analog) and the Sony DSR-200 (digital). A quick</td>
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review of Y, R-Y, B-Y component, "S" and composite signal. What's the difference between analog and digital for postproduction? What is CCIR-601, IEEE-1394 and 4:2:2 vs. 4:1:1 mean to a "non-technical" production person? What does D TV 16:9 hold for us? Discussion of other basic production and postproduction hardware that students have identified in the pre-instruction assessment. Define generally accepted "conventions" that allow universal understanding of visual storytelling. Observe a commercial, documentary and/or feature film. Review and discuss the techniques employed to tell the story from an editor's perspective.

3 Field trip to Cinetel Postproduction Studios and follow-up discussion of use of digital technologies for field acquisition, postproduction and distribution. What is "D-Beta" and what is a "video server"? Is everything digital? More discussion of how to use various hardware, if necessary. Note: Scheduling may necessitate moving this discussion and field trip to another week. Discuss research assignment. The Montage and match frame editing.

4 A/B roll match frame editing on the NC/S-VHS system. A/B roll match frame editing on the Video FIX system. Using the waveform and vectorscope to maintain video quality. How to use the Mackie mixers to control audio. Windows NT: The fundamentals. Speed Razor: Getting started with DV Master.

5 What is "digital compositing"? Discuss related project. Discuss the Video Toaster digital switcher and character generator and related project. What comprises a suitable desktop computer powerful enough to handle compositing? Animation? Video editing? Compression interpretive editing project, "Hollywood Dreamin". General discussion of DVD, DBS and HDTV(DTV). Field trip to Ch. 8 -focus: news editing with Avids.

6 Research reports (oral presentations and discussion).

7 The "Dazzle Me" assignment. View montage projects. Review for midterm exam.

8 Midterm. Work on "Dazzle Me" projects

9 Field Trip

10 View and discuss "Dazzle Me" projects

11 What you really need to know about digital videotape recording formats from D1 to D6 and beyond.

12 Complete lab assignments.

13 TBD

14 Review for final exam. View interpretive projects in class.

15 View interpretive projects in class.

16 Final Exam

II. Course Objectives*:

A. Master and employ advanced electronic video editing skills by completing various editing assignments utilizing a variety of linear and non-linear editing technologies and techniques.
B. Apply quality control to technical aspects of the video signal by using appropriate electronic test equipment. I, IV

C. Identify and delineate aesthetic elements, conventions, techniques and styles employed in compelling moving image/sound presentations; utilize them in project work. I, III, IV

D. Understand trends in industry-related technological developments that appear to have short and long term implications for the marketplace and the workplace. II

*Roman numerals after course objectives reference goals of the VPT program.

III. Instructional Processes*:

Students will:

1. Use appropriate technology to function within the discipline. *Technological Literacy Outcome, Transitional Strategy*

2. Use critical thinking skills to interpret, evaluate, and make informed judgments. *Problem Solving and Decision Making Outcome, Active Learning Strategy*

3. Apply established industry safety practices and procedures. *Personal Development Outcome*

4. Use industry recognized criteria for organizing audio and visual media to elicit predetermined responses in users. *Communication Outcome*

5. Employ project management skills. *Personal Development Outcome*

*Strategies and outcomes listed after instructional processes reference Pellissippi State’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Identify, describe and employ editing conventions considered as universally recognizable and understandable by most viewers, including the use of fades, dissolves, wipes and other special effects and storytelling techniques like flashback, foreshadowing, parallel action, continuity, etc. A, B

2. Operate a complex tape-based, AIB roll linear editing system. A, B

3. Operate a "desk top" computer based non-linear/linear editing system utilizing DVCam source footage (DVCam is a registered trademark of Sony). A

4. Digitally compose and manipulate a still image utilizing Adobe Photoshop and include this image in a videotape project. A

5. Create electronic titles to be used in a video project using computer software found in the VPT lab including, but not limited to, Photoshop, Soft (Video)FIX, Premiere, Video Toaster, etc. A, D

6. Demonstrate ability to use an NB roll edit system to create a montage by match frame editing together a string of motion images. A

7. Evaluate and discern editing styles from viewing and critiquing mass media. C
8. Use a vectorscope, waveform monitor and a time base corrector, evaluate and correct sub-standard video signal originating from videotape. B

9. Set up and use the Newtek Video Toaster to perform match frame edits.

10. Set up and use the Video FIX for match frame edits. A

11. Use the Mackie audio mixer(s) in the edit suite(s), set up and mix audio signals originating from videotape source decks. A

12. Describe the fundamental hardware requirements that must be met to build a digital video editing system around a desktop computer. A

13. Review the fundamental hardware requirements that must be met to build an analog, tape-based, linear NB roll editing system. A

14. Use raw footage supplied by the department, create an interpretive piece utilizing accepted conventions. A, C

15. Compile and prepare research papers which demonstrate understanding of emerging technologies relevant to class and be prepared to summarize the research in an oral presentation to the class. C, D

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures: 30% of grade

Tests/Quizzes

B. Laboratory Expectations: 70% of grade

Students will develop proficiency with video editing systems, signal test equipment and instructor defined aspects of certain computer software. Projects will count for 70% of the final grade

C. Field Work:

Some video shooting will be required for one editing project.

D. Other Evaluation Methods:

Participation in class discussions, successful completion of assigned projects, attendance and periodic tests will constitute the basis for the final grade. Since this is a lab class, a heavy emphasis will be placed on the student’s willingness to learn and demonstrate knowledge of the operation of equipment incidental to the video editing process and their understanding of basic editing conventions as demonstrated in their project work. In addition, students will be tested over outside reading/research assignments and materials and information presented in class by the instructor and research presented by other students.

E. Grading Scale:

90 – 100  A
80 – 89   B
70 – 79   C
60 – 69   D
VI. Policies:

A. Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course (Pellissippi State Catalog). Individual departments/programs/disciplines, with the approval of the vice president of Academic and Student Affairs, may have requirements that are more stringent.

VPT Program:
The VPT program believes a more stringent requirement is realistic because of the contractual commitment made by the College with local area employers. Therefore, to successfully complete VPT courses, students must attend at least 85% of classes. To be considered “in attendance,” students are expected to be in class at the scheduled starting time for that class. Students will be considered “tardy” from that time until 10 minutes after the scheduled starting time. Three such “tardies” shall constitute an “absence.” Students arriving any time after 10 minutes beyond the scheduled starting time for a class will be considered “absent.”

B. Academic Dishonesty:

In keeping with college-wide policies, the student is expected to adhere to the general rules and regulations relevant to academic and classroom misconduct as outline in the catalog.

C. Other Policies:

Any act of misuse, vandalism, malicious or unwarranted damage or destruction, defacing, disfiguring, or unauthorized use of property/equipment belonging to Pellissippi State is subject to disciplinary sanction.